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ABSTRACT

Project CLASS (Chinese Language Achievement through Sequential Study), a federally-funded program, introduced the study of Chinese language and culture at Queen Ka'ahumanu Elementary School (Hawaii), forming the foundation of an instructional program to be continued through middle and high school, to meet state foreign language standards. In its second year, with 11 months of instruction, 96 percent of participating students demonstrated mastery of stated performance standards in listening, speaking, reading, and writing. All meet the standards for cultural awareness and appreciation. The project developed a curriculum package in Mandarin Chinese for elementary school students, including a teacher's manual, student textbook, and student workbook. High-interest activities are used to foster acquisition, and the four language skills are integrated. Memorization of Chinese characters is emphasized. The report describes project activities and accomplishments, including evaluators' reports, and contains relatively detailed program budget data. Attachments include: newspaper article discussing the CLASS Project (Barayuga, Debra, "Soaking up the Mandarin." "Honolulu Star Bulletin," June 5, 1997); Evaluation Report materials from Ichiro Fukumoto; syllabus; class rules; progress report sheet; and program list of the "Lion Dance" performance. (MSE)

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Performance Report for Project CLASS (Chinese Language Achievement through Sequential Study), 1998

Xu-mei Hu

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II. Project Summary

Project CLASS (Chinese Language Achievement through Sequential Study) has been established to develop a model program for the study of Chinese language and culture in the elementary schools. It has been designed to help students achieve the state performance standards for world languages in Mandarin Chinese and to provide a model Chinese language program, leading to more such programs in Hawaii and across the nation.

The second year of Project CLASS has been even more fruitful and productive than the first year. With 11 months of instruction, 96 per cent of the students demonstrated mastery of the project's performance standards in listening and speaking, reading and writing. 100 per cent of the students met the project's performance standards set for cultural awareness and appreciation.

With 11 months of collaborative efforts, Project CLASS developed a curriculum package titled "Mandarin Chinese for Elementary Students." Included in this package are a Teachers' Manual, Students' Textbook, and Students' Workbook. In this package, texts and characters are contextualized to serve as a catalyst for the internalization of the language. High interest activities are designed and used as the dynamics to foster natural acquisition. The four language skills are integrated to become the basis of an "escalator" to enhanced learning. Memorization of Chinese characters is emphasized in language instruction. Cultural activities serve as the bridge to the heart of the languages. This comprehensive and creative curriculum package will support instruction in Chinese language programs across the nation.

III. Project Status

Following the first performance report in May 1997, Project CLASS conducted an intensive summer session and continued throughout the fall 1997 and spring 1998 semesters. Project CLASS involves the efforts of the College of Education, University of Hawaii at Manoa, the Hawaii State Department of Education, Advisory Council, school principal, external evaluator, and the school PTA to promote the project. With 11 months of

instruction, Project CLASS made great progress in accomplishing the goals and objectives of the project. This report discusses the students' responses to Project CLASS, Goal 1 & 2 and their objectives, project activities, accomplishments, and outcomes; budget information; and supplemental information/changes.

III.A. Continuously Overwhelming Responses to Project CLASS

The original program was designed to serve 90 students over the three-year period. This equated to the addition of 15 students in Year 2 and Year 3. Due to the 50 % budget cut in Year 2, however, no new students were added and the current target population remained at 60. Class size was still set at 15 students for an optimal student-teacher ratio.

Beginning with the fall 1997 semester, Project CLASS needed to select 6 students to replace vacancies due to dropouts (e.g., school transfer and emigration). Based on equal opportunity, Project CLASS opened up to all the students from kindergarten through Grade 4. Over 144 students signed up for the Chinese language class. The Project staff had to randomly select 6 students from the 144 applicants. With the huge turnout, the Project had to wait-list over 138 students. Please see the following Student Enrollment and Ethnic Background charts.

Student Enrollment

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Total
Number Enrolled	6	12	15	14	13	60

Ethnic Background*

Ethnicity	Percentage of Students	Number of Students
Hispanic	6%	4
Chinese	55%	33
Hawaiian	3%	2
Japanese	3%	2
Korean	7%	4

Vietnamese	16%	10
Telugu	2%	1
French	2%	1
Marshallese	2%	1
Thai	2%	1
African Am	2%	1

*Ethnic background information does not take into account various combinations (e.g., Hawaiian-Caucasian). Data is based solely on discussion with students and parents.

The parents at Queen Ka'ahumanu Elementary School have frequented the Chinese language classes. The parents and their children recruited in the program continued to express their great appreciation for Project CLASS. The project staff overheard such words, "my kids keep talking in Chinese at home. I need to learn Chinese." The parents and their children on the wait-list continued to visit the Chinese language classes and expressed their hope for additional space for more students. The mother of Lily Wu said, "my daughter cried many times, asking me why she could not go to the Chinese class."

Project CLASS was publicized by a front-page article, "A First for Oahu Kids – Soaking up the Mandarin" (see Attachment 1). Through the media, Project CLASS was known to more parents outside Queen Ka'ahumanu Elementary School. The Project staff received many phone calls from the parents yearning for the enrollment of their children in Project CLASS.

III.B. Goal 1 and Objectives: Project Activities, Accomplishments, and Outcomes

Project CLASS has identified two goals and a number of objectives to achieve the mission of the project. The first goal is to ensure that all participating students meet the performance requirements set forth in the Hawaii State Department of Education's "Asian, European, and Pacific Languages: A Curriculum Framework." By the end of the second

year, each participating student in grades K- 4 demonstrated a mastery of 100 % of the Hawaii DOE's performance expectations in listening and speaking, cultural awareness and appreciation. Based on Year 2 assessment, between 90 % and 96 % of students met the project performance standard set for each of the four language skills in listening and speaking, reading and writing. It turned out that students were most successful in writing. Following it were listening, speaking and reading. In terms of Chinese culture, 100 % of students measured up to the project's performance standard (see Attachment 2). Project CLASS has used the following strategies to achieve the performance objective:

Instructional Approaches

Project CLASS has tried to meet with state and national standards in teaching Mandarin Chinese so as to encourage development of more such programs across the nation. In line with state and national standards, Project CLASS has adopted **communicative approach** as guidelines for instruction. Communicative competence is the central goal of language learning. It is viewed as the primary force for improving language proficiency. In order to develop communicative ability, Project CLASS addresses content areas and contexts, helping students to comprehend and react in a culturally appropriate manner to oral and written messages. Before each semester, Project CLASS has prepared a teaching plan that has covered the themes and topics throughout the semester (see Attachment 3). The content areas have been organized thematically, integrating topics that are relevant to a child's world into the curriculum.

The communicative approach is also expressed in the lesson format. The class session is made up of three dimensions: interpersonal, informational, and aesthetic. The interpersonal dimension includes 15 minutes of socializing and interacting. It includes greetings between instructors and students, listening to roll calls and replying, announcing the date and day, talking with an individual student about what was taught. The information dimension includes 15 minutes of receiving information and 15 minutes of giving information. It means that instructors can teach new information about the thematic units in context and then have students speak and write them out through high interest activities.

The last 15 minutes can be used for aesthetic purposes, i.e., reading rhymes and texts, singing songs, or making arts and crafts for creative purposes.

To suggest the communicative approach, Project CLASS has also adopted natural, activity-based, and integrated approaches as guidelines for instruction. Texts and characters are contextualized to serve as a catalyst for the internalization of the language. High interest activities are designed and used as the dynamics to foster natural acquisition. The four language skills in listening and speaking, reading and writing are integrated to become the basis of an "escalator" to enhanced learning.

Positive Sanctions as Outcomes Booster

During the 11 months of instruction, four different strategies were utilized as vehicles to enhance student outcomes. First, Project CLASS has made up policies and regulations to ensure that each student is an active and efficient learner. The project staff believes that CLASS is an extension of the regular school program. Students enrolled in CLASS, therefore, are expected to attend class regularly and also behave properly in class. There are two reasons for setting this expectation. The first reason is to ensure that every student meets the project performance standard as a result of regular attendance in CLASS. The second reason is to make sure that no student interferes with the learning of other students who want to learn the language. CLASS Rules and Regulations (see Attachment 4) were given to each student and kept in his or her folder. They are used as criteria to evaluate each student's daily study habits and class behavior.

The second strategy we used to enhance learning is the monthly calendar. The monthly calendar in Chinese is designed and used to keep the record of daily study habits and performance for each student. A rubber chart with happy face is used as informal positive sanction to encourage the continuation of the behavior.

Another strategy we used to enhance learning is to select and reward the Chinese Language Star Student of the Week. Awarding of the Star Student of the Week was designed and given as a reward to two students per session for study habits and outstanding

performance in Chinese study. The criteria for the Star of the Week include CLASS Rules and Regulations, the record of the monthly calendar, and the binder that keeps each student's assignment and worksheets in the four language skills and cultural appreciation.

Finally, monthly assessment is made to provide data on student outcomes. Assessment is authentic when it enables students to communicate successfully their strengths and educational needs, and when the results can be used to improve instruction based on accurate knowledge of student progress. This type of assessment empowers students to become self-directed learners and empowers teachers to use assessment information for instructional improvement. Year 2 assessment has been made to provide data showing whether each student has met the project's performance requirements. Project CLASS has assigned the Year 2 assessment with performance standards linked to the latest Hawaii DOE Language Performance Standards, K-3, for communications and culture.

Student Outcomes for Year 2

The data for measuring student outcomes for Year 2 were generated by the project-developed assessment framework. The assessment framework includes formative and summative assessment. The indicator for formative assessment of the four language skills is a cumulative record of worksheets, homework, individual and group activities work. The indicator for summative assessment of the four language skills is a designed in-class assessment sheet. The instructor assigns 50 % of the final mark to formative assessment and 50 % to summative assessment, with a total of 100 %. Each student has been assessed for cultural appreciation with the portfolio. The portfolio consists of collection of drawings, worksheets, and hand-made products on all aspects of culture.

The Progress Report Sheet (see Attachment 5) provides data for student outcomes. These outcomes include Chinese language skills (listening and speaking, reading and writing), appreciation of Chinese culture and history, and student attitudes toward the study of Mandarin. To assess each outcome, the teacher uses a rating system that is attached to previously identified performance standards in the CLASS evaluation plan. The rating

system consists of three categories, each referenced to passing a required number of performance standards. The lowest rating category is *marginal or unsatisfactory*, performance, the next rating category is *satisfactory*, and the third and highest rating category, *proficient*.

Four Language Skills

Year 2 assessment shows that between 90 % and 96 % of students met the proficiency standard of 2.0 or "satisfactory," set for each of the four language skills. In writing the characters with the correct order of strokes, students attained the highest rating (2.50) with 96 % of them either matching or exceeding the 2.0 standard. Next came Listening (2.45) with 95 % of students either matching or exceeding the 2.0 standard. The third–ranking skill was Speaking (2.38) with 94 % of students performing up to the project standard. In Reading, 90 % of the students met the project standard.

Culture and History

Awareness and understanding of Chinese culture and history were assessed with student portfolio – a student's binder of worksheets, snapshots, artwork, logs, and lessons about Chinese culture and history. Instructors examined each portfolio for its cultural and historical content plus evidence of a student's willingness to experience Chinese culture and history through music, foods, and celebrations.

Project CLASS used a three-point scale to assess cultural appreciation. The lowest level, "marginal," indicated missing materials, products and other works that are basic to acquiring a heightened awareness and understanding of Chinese culture and history. The next level, "Satisfactory," indicated the presence of student works showing new and growing understanding of Chinese culture and history. The third and highest level, "proficient," indicated not only the presence of culturally- and historically- relevant materials, products and other works, but also evidence of actual participation in Chinese cultural events and activities. Based on Year 2 assessment, all students measured up to the project's minimum standard of 2.0 with 92 % of students rated as "proficient" and 7 % "satisfactory." No student received a "marginal" rating.

With 11 months of instruction, Project CLASS has exceeded the product objective set forth in Year 2. All the project students have not only demonstrated a mastery of the Hawaii DOE's performance standards in listening and speaking but also mastered reading and writing skills at the primary level.

Assessment Framework

A. Performance Benchmark:

1. On a 100 % basis, all the participating students would have achieved 100 % of the language skill standards in listening, speaking, reading and writing.
2. On a scale of 1 to 3, all the participating students would have attained a portfolio quality rating of "2" or higher.

B. Criterion-based Assessment for the Four Language Skills

1. Formative Assessment of the four language skills
   Indicator: Cumulative Record — 50 %
2. Summative Assessment of the four language skills
   Indicator: Year 2 Assessment Sheet — 50 %

Total — 100 %

C. Portfolio-based Assessment of Cultural Appreciation
Indicator: Portfolio quality rating on a three-point scale

III.C. Goal 2 and Objectives: Project Activities, Accomplishments and Outcomes

The second goal of Project CLASS is to establish a model Chinese language program, leading to more such programs across the nation. With 11 months of instruction, Project CLASS developed a curriculum package entitled "Mandarin Chinese for Elementary Students." This comprehensive and creative curriculum package will make it possible to develop more Chinese language programs in Hawaii and across the country.

Components of the Curriculum Package

"Mandarin Chinese for Elementary Students" was the culmination of 11 months of collaborative efforts among the project coordinator and staff. Included in the curriculum

package are the Teachers' Manual, the Students' Textbook, and the Students' Workbook. Teachers' Manual includes 12 thematic units. Each thematic unit is developed for a period of two weeks. The 12 units are organized thematically, integrating topics that are relevant to a child's world into the curriculum. Each thematic unit is sequentially organized as follows: objectives, texts, vocabulary, characters to write, suggested activities, teaching aids, cultural notes and activities, and assessment. Objectives are derived from each thematic unit in the four language skills and cultural awareness.

One text for each thematic unit is created or adopted as content and context, helping students to comprehend and react in a culturally appropriate manner to oral and written messages. Each thematic unit includes a list of vocabulary, which appears in the text and class activities. Seven simple pictographic characters are carefully selected for students to practice writing in the correct order of strokes. High interest activities appropriate to children are designed as a vehicle to achieve the objectives.

Cultural notes and activities are included to ensure that students are provided the opportunities to develop appreciation of Chinese culture. The Teachers' Manual includes assessment activities. Assessment is made in the form of an in-class worksheet, which evaluates whether students can recognize and understand the words and phrases taught.

The Students' Textbook is designed to accompany the Teachers' Manual. Each text features rhymes and children's songs aligned to the thematic units. Texts are followed by exercises in a way of "Look and Say," role-playing, and daily expressions. The Students' Textbook also features riddles, stories, and short plays with ethics.

The Students' Workbook is also prepared to accompany the Teachers' Manual. The Students' Workbook contains a variety of worksheets that are designed to meet four purposes. First, the worksheets with the illustrations, *pinyin* romanization, and the breakdown of the strokes for each character, are designed to expose children to the pictographic and ideographic features of Chinese characters. Second, the worksheets, with illustrations, are created to assess whether students recognize the representative characters and phrases that have been taught. Finally, the Students' Workbook includes worksheets

that heighten awareness and appreciation of Chinese culture

"Mandarin Chinese for Elementary Students" (Curriculum Package) underwent two levels of review and revision. First, this curriculum package was reviewed and commented upon by the Advisory Council members and professors in Mandarin Chinese. Anita Bruce, State Educational Specialist, commented, "This will be a great contribution to the new field of teaching Chinese to young children in the United States." The project evaluator suggested that this package is worthy of dissemination and use nationally. Janet Lu, working for ARC (Art, Research and Curriculum Associates, Inc., Oakland), wrote, "four characteristics of curriculum package reflect the learning principles. Excellent ideas." Professor Ted Yao with the University of Hawaii at Manoa said that it looks very nice and professional. He strongly recommended that we reproduce this curriculum.

This curriculum package is being field tested in Kahala Elementary School in Hawaii. More elementary Schools wish to serve as the test sites and this is being explored. Testing would be carried out according to accepted field-testing criteria and protocols, resulting in a second and final round of review and revisions.

"Chinese Corners" inside and outside of the School

China is a very important country, economically very powerful, and will have a great impact globally in years to come. Many teachers, parents, and community members have anticipated the importance of the study of the Chinese language. In order to accommodate this demand, Project CLASS has extended Chinese language learning to the regular classrooms and home.

The Extension of Project CLASS to the Regular Classrooms: Given the increasing immigrant population, teachers wanted to pick up some class expressions in Chinese to make it easier to communicate with new comers. Since May 1997, Project CLASS has been distributing class expression handouts in Chinese and cultural notes to the teachers on a monthly basis. Given the huge wait-list applicant pool, Project CLASS extended the study of the Chinese language to the regular classrooms. On a monthly basis,

the project staff visited regular class and shared the Chinese language and culture with the students in the regular classes.

The Extension of Project CLASS to the Home: Project CLASS has been encouraging parental involvement in the program. On October 8, 1977, we conducted a parent workshop, encouraging parents to serve as learners, partners, and teaching assistants. In order to get parents involved in the program, Project CLASS welcome parents to attend and learn the Chinese language with their children in the class. In this way, parents can become involved in the program and serve as teaching assistants by checking the homework, etc. Finally, parents were encouraged to attend the cultural activities, field trips, and Family Night held by Project CLASS.

Community Networking

Since the start of the project, Project CLASS has received much help and support from the community. For instance, "gongfu" master, lion dance masters, and folk dance master volunteered to share the Chinese culture with our project staff and students.

Our project students were invited to make public appearances in the community. On June 30, 1997, Project CLASS was invited by United Chinese Society to celebrate the return of Hong Kong to the People's Republic of China at Chinatown Cultural Plaza. Our project students presented 23 Chinese rhymes and songs and impressed the community members. The project director and staff were invited to attend the Overseas Chinese Language Schools Teachers Seminar and to make a contributive presentation in the discussion session.

In order to express our appreciation for school personnel, parents and community members, Project CLASS organized two times of Family Night. The program list (see Attachment 6) shows that our project students presented 33 rhymes and songs including short plays and dance.

IV. Budget Information

IV.A. Budget Narrative

Refer to Year 2 Expenditure, Revised Year 2 Budget, Original Year 3 Budget, and Revised Year 3 Budget of the following 8 pages regarding this budget narrative.

Due to the delay in expenditures directly related to the first year implementation of Project CLASS, a Year 1 carry-over of $47,054 was used to offset the 50 % budget cut for Year 2 in order for successful completion of project activities.

The Revised Year 2 Budget represents adjustments made to accommodate the 50 % cut. We made significant decreases in Year 2 Revised Budget of the first performance report. In addition, another adjustment was made in this revised budget. Under the Edgar Expenditure Authority dated August 1997, we are planning to transfer $4,200 under the category of training stipends to the category of direct costs for personnel. The reason for the transfer is the approximately 50 percent cut on the funds for the year 2 of the project. There will be no changes in the goals and objectives of the project.

For detailed description of adjustments to Revised Year 2 Budget, please refer to Year 2 expenditures and Revised Year 2 Budget as presented in the following pages.

IV. B. Year 2 Expenditure

Project CLASS
Budget expenditure to September 1998

Itemized Distribution of Year 2 expenditure with Year 1 carry-over

Distribution	Year 2	Year 1 carry-over	Total Expenditure
Salaries	38,359	9,960	48,319
Casual	13,863	13,075	26,938
Fringe	12,502	4,893	17,395
Supplies	4,158	1,848	6,006
Travel	1,743	4,973	6,716
Comm.	960	0	960
Rental	0	0	0
Equipment	500	3,500	4,000
Other	4,515	7,605	12,120
Sub-total:	**76,600**	**45,854**	**122,454**
Stipends:	4,200	1,200	5,400
Indirect Costs:	6,128	3,267	9,395
Total	**86,928**	**50,321**	**137,249**

Year 2 Total Project Costs: $137,249

IV.C.
Project CLASS **Revised Budget**
10/01/97 - 09/30/98 (Year 2)

Rev. 04-28-98 noel

		Direct Costs	UHM In-kind
1. **Personnel**			
A. Principal Investigator 0.15 FTE Position 0.15 x $5,734/month x 12 months			10,321
B. Project Director/Instructor 0.80 FTE Position 0.80 x $2,657/month x 12 months		25,507	
C. Administrative Assistant 0.10 FTE Position 0.10 x $2,180/month x 12 months		2,616	
D. Part-time Instructors (3) 3 instructors x $12.50/hour x 17 hours/week x 38 weeks		24,225	
	Total Personnel	**52,348**	**10,321**
2. **Fringe Benefits**			
A. 36.97% of 1A 0.3697x $10,321 (in-kind)			3,661
B. 36% of 1B + 1C 0.36 x $28,123		10,124	
C. 10% of 1D 0.10 x $24,225		2,423	
	Total Fringe Benefits	**12,547**	**3,661**
3. **Travel**			
A. OBEMLA and NABE, Dallas, Texas • Airfare: $725/person x 1 person) • Per Diem: $135/day x 4 days x 1 person) • Conference Fee: $195/conference x 1 person) • Ground Trans.: ($55/person x 1 person)	725 540 195 55		
	Subtotal: 1,515	1,515	
B. Mileage $0.38/mile x 50 miles/month x 12 months		228	
	Total Travel	**1,743**	
4. **Equipment** (Additional Components)		**500**	
5. **Supplies**			
A. Instructional materials		4,500	
B. Office supplies		3,376	
	Total Supplies	7,876	
6. **Contractual**		none	
7. **Construction**		none	
8. **Other**			
A. Language Enrichment Activities • Field Trips ($250/trip x 2 trips) • Cultural Explorations ($250/session x 2 sessions) • Parents as Partners ($250/session x 2 sessions) • Culture Day	500 500 500 500		
	Subtotal: 2,000	2,000	

		Direct Costs	UHM In-kind
Other (continued)			
B. Professional Development			
• Staff development workshops			
Instructor fee: $325/training x 2 trainings	650		
Fringe Benefits: 10% x 650	65		
Training materials: $20/participant x 5 participants	100		
• Registration fees to local training			
$80/training x 2 trainings x 5 participants	800		
Subtotal:	1,615	1,615	
C. Parent Networking Sessions $300/session x 2 sessions		600	
D. Community Networking Sessions $300/session x 1 session		300	
E. Communications $80/month x 12 months		960	
Total Other		5,475	
9. **Total Direct Costs**		80,489	13,982
10. **Total In-Direct Costs**			
8% of Total Direct Costs (0.08 x $80,489)		6,439	
*In-kind Indirect Costs: (12.99% x Total Direct Costs). The $9,605 represents the difference between the 8% Indirect Costs charged to the project and the 20.99% Modified Indirect Costs usually charged to training projects.			*10,351
Total In-Direct Costs		6,439	10,351
11. **Total Project Costs** (Year 2)		86,928	24,333

IV. D.
Project CLASS **Original Itemized Budget Year 3**
09/01/98 - 08/30/99 (Year 3)

	Direct Costs	UHM In-kind	DOE In-kind
1. Personnel			
A. Principal Investigator 0.15 FTE Position 0.15 x $5,849 month x 12 months		10,528	
B. Project Director/Instructor 0.80 FTE Position 0.80 x $3,925/month x 12 months	37,680		
C. Administrative Assistant 0.50 FTE Position 0.50 x $2,326/month x 12 months	13,956		
D. Student Assistants $7.25/hr. x 40 hrs./mo x 12 mos x 2 asst.	6,960		
E. Queen Ka'ahumanu Positions *See budget narrative		*71,267	
Total Personnel	**58,596**	**81,795**	
2. Fringe Benefits			
A. 33.63% of 1A 0.3363 x $10,528 (in-kind)		3,541	
B. 35% of 1B + 1C 0.35 x $51,636	18,073		
C. 1.84% of 1D 0.0184 x $6,960	128		
D. 37% of 1E 0.37 x 71,267 (in-kind)		26,369	
Total Fringe Benefits	**18,201**	**29,910**	
3. Travel			
A. Travel to National Conferences			
1. American Council of Teachers of Foreign Language (ACTFL), Philadelphia, PA			
• Airfare: $850/person x 2 persons) 1,700			
• Per Diem: $140/day x 4 days x 2 pers.) 1,120			
• Conference Fee: $195/conf. x 2 persons) 390			
• Ground Trans.: ($60/person x 2 pers.) 120			
Subtotal:	3,330	3,330	
2. OBEMLA and NABE, Albuquerque, NM			
• Airfare: $750/person x 2 persons) 1,500			
• Per Diem: $140/day x 4 days x 2 pers.) 1,120			
• Conference Fee: $195/conf. x 2 persons) 390			
• Ground Trans.: ($60/person x 2 pers.) 120			
Subtotal:	3,130	3,130	

		Direct Costs	UHM In-kind	DOE In-kind
F.	Community Networking Sessions $300/mtg. x 3 sessions	900		
G.	Communications $140/month x 12 months	1,680		
H.	Publicity		2,730	
I.	Space			37,800
J.	Parking			2,160
K.	Cash		1,000	
	Total Other		**61,783**	**40,960**
9	**Total Direct Costs**		**153,729**	**162,521**
10.	**Total In-Direct Costs**			
	(8% of total direct costs; *See budget narrative) 0.08 x 153,729	12,298	*19,970	
	Total In-Direct Costs	**12,298**	***19,970**	
11.	**Training Stipends**			
	Summer session stipends for education personnel $1600/person x 5 persons	8,000	none	
	Total Training Stipends	**8,000**	**none**	
12.	**Total Project Costs** (Year 3)	**174,027**	**182,491**	

		Direct Costs	UHM In-kind	DOE In-kind
3 National Association of Asian and Pacific American Educators (NAAPAE), Boston, Mass.				
• Airfare: $950/person x 1 persons)	950			
• Per Diem: $140/day x 4 days x 1 pers.)	560			
• Conference Fee: $195/conf. x 1 persons)	195			
• Ground Trans.: ($60/person x 1 pers.)	60			
Subtotal		1,765	1,765	
B. Mileage $0.39/mile x 80 miles/month x 12 months		374		
Total Travel			**8,599**	**none**
4. Equipment				
1 computer system		none	3,200	
Total Equipment		**none**	**3,200**	
5. Supplies				
A. Instructional materials		4,125		
B. Office supplies			2,425	6,656
Total Supplies			**6,550**	**6,656**
6. Contractual			**none**	**none**
7. Construction			**none**	**none**
8. Other				
A. Part-time Instructors (3)				
3 instruc. x $19.38/hr. x 15 hrs/wk x 40 wk		34,884		
Fringe Benefits: 10% x 34,884		3,488		
B. External Evaluator		4,708		
Fringe Benefits (10% x 4,708)		471		
C. Language Enrichment Activities				
• Field Trips ($330/trip x 4 trips)	1,320			
• Cultural Explorations ($275/sess. x 9 sess.)	2,475			
• Parents as Partners ($275/sess. x 9 sess.)	2,475			
• Culture Day		600		
Subtotal		6,870	6,870	
D. Professional Development				
• Quarterly staff development workshops				
Instructor fee: $330/trng. x 4 trng.	1,320			
Fringe Benefits: 10% x 1,320	132			
Training materials: $20/part. x 10 part.	200			
• Registration fees to local training				
$80/training x 4 trainings x 10 part.	3,200			
Subtotal		4,852	4,852	
E. Parent Networking Sessions				
$300/session x 4 session		1,200		

IV. E.
Project CLASS **Revised Budget Year 3**
10/01/98 - 09/30/99 (Year 3)

	Direct Costs	UHM In-kind	DOE In-kind
1. **Personnel**			
A. Principal Investigator 0.35 FTE Position 0.35 x $5,734/month x 12 months		24,082	
B. Project Director/Instructor 1.00 FTE Position 1.00x $2,180/month x 12 months	26,160		
C. Part-time Instructors (2), 2 instructors x $13.00/hour x 19 hours/week x 48 weeks	23,712		
D. External Evaluator	4,525		
E. Teaching Assistant $9.15/hour x 19 hours/week x 48 weeks	8,345		
F. Student Assistant $6.75/hour x 19 hours/week x 48 weeks	6,156		
G. Queen Ka'ahumanu Positions		71,267	
Total Personnel	**68,898**	**95,349**	
2. **Fringe Benefits**			
A. 36.97% of 1A 0.3697 x $24,082 (in-kind)		8,903	
B. 37% of 1B 0.37 x $26,160	9,679		
C. 3% of 1C + 1D 0.03 x $28,237	847		
D. 0.57% of 1E+1F 0.0057 x $14,051	83		
E. 37% of 1G 0.37 x 71,267		26,369	
Total Fringe Benefits	**10,609**	**35,272**	
3. **Travel**			
A. Travel to National Conferences			
1. OBEMLA and NABE, Albuquerque, NM			
• Airfare: $800/person x 3 persons) 2,400			
• Per Diem: $145/day x 4 days x 3 persons) 1,740			
• Conference Fee: $195/conference x 2 persons) 390			
• Ground Trans.: ($65/person x 3 persons) 195			
Subtotal: 4,725	4,725		
2. National Association of Asian and Pacific American Educators (NAAPAE), Boston, Mass.			
• Airfare: $980/person x 1 person) 980			
• Per Diem: $145/day x 4 days x 1 person) 580			
• Conference Fee: $200/conference x 1 person) 200			
• Ground Trans.: ($65/person x 1 person) 65			
Subtotal: 1,825	1,825		
B. Mileage $0.37/mile x 80 miles/month x 12 months	355		
Total Travel	**6,905**		

			Direct Costs	UHM In-kind	DOE In-kind
4.	**Supplies**				
	A. Instructional materials		6,147		
	B. Office supplies		3,468		6,656
		Total Supplies	**9,615**		**6,656**
5.	**Contractual**		**none**		
6.	**Construction**		**none**		
7.	**Other**				
	A. Criterion-Based Assessment Exams		5,000		
	B. Language Enrichment Activities				
	• Field Trips ($200/trip x 4 trips)	800			
	• Cultural Explorations ($250/session x 2 sessions)	500			
	• Parents as Partners ($100/session x 2 sessions)	200			
	• Culture Day	200			
	Subtotal:	1,700	1,700		
	C. Parent Networking Sessions $300/session x 2 sessions		600		
	D. Community Networking Sessions $300/session x 1 sessions		300		
	E. Communications $120/month x 4 months		480		
	F. Publicity		1,183		39,960
		Total Other	**9,263**		**39,960**
8.	**Total Direct Costs**		**105,290**	**130,621**	**46,616**
9.	**In-Direct Costs**				
	8% of Total Direct Costs (0.08 x $105,289)		8,423		
	*In-kind Indirect Costs ($13,677) represents the difference between 20.99% of the **Modified** Total Direct Costs usually charged to training projects and the Indirect Costs charged to the project ($8,423). Modified Total Direct Costs = Total Direct Costs minus Equipment Costs.				
	[(20.99% x $105,289) - $8,423]			*13,677	*13,677
		Total In-Direct Costs	**8,423**	**13,677**	**13,677**
10.	**Total Project Costs** (Year 3)		**113,713**	**144,298**	**60,293**

V. Supplementary Information/Changes

Project CLASS staff in consultation with Queen Ka'ahumanu Elementary School personnel and the project's Advisory Council have identified 5 changes that are critical to the further success of the program. First, the implementation of an intensive Summer Session will ensure that the majority of participating students maintains the maximum Chinese language retention. The 6-week Summer program (June 22-July 31, 1998) will meet Monday, Wednesday, and Friday from 8:00 am to 12:00 noon. A Summer Session curriculum is currently being developed by the project staff.

The second change is related to the 35 % budget cut in Year 3. To ensure that students receive top-quality instruction and maximum benefits, the target student population will remain at 60. The original program was designed to serve 90 students over the three-year period. This equated to 15 additional students in Year 3. In order to remain within the revised budget for Year 3, no addition will be made to the target population.

The third change is to transfer $8,000 under the category of training stipends to the category of direct costs for personnel. The fourth change is to transfer $4,852 under the category of professional development to the category of direct costs for personnel. The reasons for the transfers are that the approximately 35 percent cut on the funds for the year 3 of the project did not provide for sufficient funding for salary needs.

The fifth change is to request donation (approximately $50) from the parents of participating students. The funds accumulated from donations will be set aside to assist in the continuation of the program after federal funding ends. A secondary purpose of requesting donation is to reinforce commitment by parents and participating students. This request for donations will be made on a voluntary basis.

In conclusion, the aforementioned changes will assist Project CLASS in reaching its objectives. Through the implementation of the Summer Session and the fall 1997 and spring 1998 semesters, the project students had accumulated successful and rewarding learning experiences. The second budget year culminated in the development of "Mandarin Chinese for Elementary Students (Curriculum Package)." This comprehensive and creative

curriculum package will make it possible to develop more Chinese language programs across the country and to prepare American students to meet the challenges of a multicultural and multilingual society.

Attachment 2

CLASS
Chinese Language Achievement through Sequential Study

EVALUATION REPORT
April 1, 1997--April 1, 1998

Teacher Education and Curriculum Studies Department
College of Education, University of Hawaii at Manoa
Honolulu, HI 96844-0001

Evaluator: Ichiro Fukumoto
Date: April 6, 1998

Appendix A: Evaluator Reports of Classroom Visitations

Executive Summary

CLASS served 60 students through daily one-hour afterschool classes at Queen Kaahumanu Elementary School in Honolulu, Hawaii. Its goals: to help students achieve performance standards in Mandarin and develop a model Chinese language program, allowing for the creation of more Chinese language programs, especially in the elementary schools, in Hawaii and the nation.

This evaluation examined student attainment of language skills, awareness of Chinese culture and history, and attitude toward the study of Mandarin. It also examined the Mandarin curriculum and classroom instruction.

Findings

Language skills: Between 90% and 96% of students met the project's minimum performance standard set for each of the four language skills in reading, writing, speaking, and listening. Students were most successful in writing. Following it were listening, speaking and reading.

Chinese culture and history: 100% of students measured up to the project's minimum performance standard.

Moroever, based on a survey of parents, 80% to 85% of parents observed their children using the language at home, showing heightened interest in Chinese culture and history, teaching them (their parents) Mandarin words and phrases, and exhibiting a different attitude toward learning in general.

Attitudes toward study of Mandarin: Two proxies were used to measure attitudes, class attendance and study habits. On class attendance, two of three students met the project's standard for regular class attendance and four of five students met the standard for attending class on time. On study habits, 90% of students met the standard set for each of six study habits. Analysis of the attendance vs. performance revealed that students with no absences outperformed students with frequent absences, and that students with no tardies outperformed their classmates with frequent tardies in all areas of learning by an even larger margin.

Mandarin curriculum: A Level 1 (basic) curriculum package was finished and has undergone review. The package consisted of 12 instructional units, each having its own objectives, text, vocabulary, characters, cultural notes and activities, assessment strategies. Included in the package were a teachers' manual, a students' handbook, and a students' workbook.

Instruction: Teaching consisted of numerous multisensory learning activities, daily evaluations, lessons emphasizing family values, and weekly awards for excellence.

March 6, 1998

TO: Dr. Xue-mei Hu, Director
Project CLASS

FROM: Ichiro Fukumoto, Evaluator

SUBJECT: Evaluation of Classroom Instruction

The purpose of this evaluation was to observe then report on Xiao Wang's session of March 5, 1998.

As students entered the classroom, they uttered passwords in Mandarin selected from a recently-completed lesson. The instructor did a thorough review of the ealier lesson using a variety of large- and small-group interactive activities. This review was followed by a new lesson on careers featuring a dozen or so workers, such as police officer, physician, and nurse. The session ended with a student-led farewell and bow.

Findings

1) Learning activities were varied yet focused on a particular theme. The instructor put into play flip charts, flash cards, the chalk board, posters, and live plants to put across the theme underlying a lesson. Furthermore, each medium was plumbed to reach its highest level of usefulness through challenging but non-threatening contests aimed at having students accurately recognize words appearing on flash cards. One contest involved student teams answering the instructor's questions drawn from a nature poster. Besides word recognition and recall, some of the questions required students to discriminate size, shapes, and directions, e.g. "Which is larger--stream or ocean?" "Where does the stream go?" Another contest pitted the entire class against the teacher using words on flash cards that the class was asked to identify aloud in Mandarin. Scores were also kept in Madarin. Both contests elicited much participation from the class, especially among students averse to being singled out in class.

2) Multisensory learning was incorporated in every lesson and easy to spot. Students were made to leave their seats to point, write, and even draw. In one activity, students sketched out on the blackboard the progression of a seed from bud to maturity plant using plants as live models. In another activity, they were required to to fill in strokes deliberately omitted from words and phrases.

3) The lesson on careers was referenced to a laminated poster (community helpers) and a teacher-prepared handout. Students were instructed to describe and to compare the content of each in Mandarin. This activity, like others before it, required students to engage in thought processes that went beyond recognition and recall.

4) What made this lesson exemplary was the instructor. Xiao operates at a high level of energy that stimulate students to stay focused and participate, which is not easy to do in an after-school academic program. She is also good at sensing the feelings of students. Praise is offered often and is timed well. She also manages the classroom quietly but firmly and does not put up with any nonsense from any of her students, including the kid who asked to leave the room to use the bathroom.

Suggestion

None.

Question

Mathew was tardy to class. The last time I observed this class, he was tardy and left early. How is CLASS handling students with an attendance problem?

October 8, 1997

TO Dr. Xue-mei Hu, Director
Project CLASS

FROM Ichiro Fukumoto, Evaluator

SUBJECT Evaluation of Classroom Instruction

The purpose of this evaluation was to observe then report on two sessions taught by Menq-Ju Hwang on October 7. Fifteen students attended the first session, and another fifteen students attended the second session.

Both sessions began with students reciting in Mandarin "passwords" referenced to common household terms as they entered the classroom. When everyone was seated, a student led a class greeting. The day's formal lesson began with a song that the instructor accompanied on a keyboard. The tune was sung a second time, this time with the instructor leading the class with gestures. Then in rapid succession students were drawn into activities requiring them to recite, respond orally to questions, match pictures with words, and write out Chinese characters (words). The day's lesson ended with a student-led valediction.

Findings:

1) For both sessions, the instructor was prepared with handouts, lessons, flip charts, posters, and homework stamps, all stacked or filed within her easy reach. Thus no material was "lost" or valuable time spent on searching for misplaced materials. Moreover, mixing and matching instructional materials with a particular lesson was done artfully.

2) Interaction between instructor and students centered mainly teacher-asked questions, which students were called on to answer individually or in unison. Student answers came swiftly, and those answers were usually correct, based on the instructor's responses to their answers. But follow-up questioning was not evident in the two sessions.

3) Lessons were planned and carried out well. A rich mix of word recognition, recitation, and writing activities was evident in the two sessions. Furthermore, the transition from one activity to the next activity--and the pace within each activity--were smooth.

Suggestions:

1. Provide shelf space for student folders so that students have easy access to their folders and can make them a vital part of their learning experience. Placing student folders in cardboard boxes then stacking those boxes in a corner of the room because there are no open shelves are not the right way for developing portfolios, let alone using them.

2. Provide the instructor with a desk. A desk is the most basic of teaching tools to prepare lessons, grade papers, store student records--and more. No instructor should be without one.

October 30, 1997

TO: Dr. Xue-mei Hu, Director
Project CLASS

FROM: I. Fukumoto, Evaluator

SUBJECT: Evaluation of Classroom Instruction

The purpose of this evaluation was to observe and then report on Ling Wang's first session on October 29, 1997. Fifteen students participated in this session.

A series of tape-recorded children's songs, sung in Mandarin, greeted students as they entered the classroom. They quickly went to their assigned seats, and instruction started soon afterward with an activity in which students stood and recited a part of their body (head, hands, etc.) in Mandarin before taking their seats. After a short student-led salutation, instruction began.

Findings:

1) Much of the instruction was group centered and teacher led. Activities on identifying animals, fruits, etc. were directed at the class, with students responding randomly to the instructor's questions and commands. Responses, however, mainly came from a core of about 10 students. The remaining students, though attentive, participated minimally or none at all.

2) Student participation was highest in two activities. One was to have students use a variety of musical instruments to accompany the instructor as she recited a verse in Mandarin. In this activity, the most passive learners volunteered to become a part of this "band." Another was the so-called total physical movement activity that the instructor led with verbal commands and movements, which they mimicked.

3) Instruction was effectively organized around and carried out with a variety of learning aids--chalk board, laminated posters, worksheets, placards, coloring sheets, and audio cassettes. Moreover, the transition between activities was remarkably smooth, and the pace was free of abrupt breaks and unwanted delays.

Suggestions:

1) Consider special catch-up strategies to bring new students up to speed. Patrick, for example, seems lost, and Andrew is absorbed with other activities. This condition may be temporary, of course, but given the present pace of instruction, both students are apt to fall farther behind their classmates if they are not assisted.

2) Reassess the interest level of students who are chronically tardy. Patrick was tardy as was Jason. If their tardiness is chronic, I'm wondering how Patrick, who is a new student this year, can catch up, and how Jason, who is not new, is able to keep up with his classmates. Neither is disruptive, to be sure, but what is also clear is neither seems interested in learning Mandarin.

Attachment 3

Project CLASS
Fall 1997

THEMES AND EVENTS

Time	Theme	Events
Week 1 Sep 22 - 26	Review	Moon Festival Celebration
Week 2 - 3 Sep 29 - Oct 10	*Family*	Parents' Workshop
Week 4 - 5 Oct 13 - 24	*Health*	Taiji Demonstration
Week 6 - 7 Oct 27 - Nov 7	*Food*	Food Demonstration
Week 8 - 9 Nov 10 - 21	*Sports*	Sports and Games
Week 10 - 11 Nov 24 - Dec 5	*Shopping*	"Swap Meet"
Week 12 - 13 Dec 8 - 19	Review	Assessment

Friday, JANUARY 22, 1998 **FAMILY NIGHT**
Queen Ka'ahumanu Elementary School Cafeteria
5:30 pm to 7:30 pm

Christmas Vacation: December 20, 1997 – January 4, 1998
Chinese New Year: January 28, 1998

Attachment 4

Project CLASS
Fall 1997

CLASS RULES

1. Attend class regularly.
   - unexcused absence is not allowed.

2. Be ready for class when the signal is given.
   - report to classroom right after school dismissal.
   - use bathroom, drink water, and eat snacks before class starts.
   - have pencils, notebook, markers, eraser, crayons, and other supplies at hand everyday.
   - be in your assigned seat or location.

3. Follow directions.
   - listen to the teacher during instructions.
   - raise your hands before you speak.
   - get teacher's permission before you do anything.
   - no side talk during instructions is allowed.

4. Be responsible.
   - complete and turn in homework and classwork on time.
   - bring the portfolio with homework to class everyday.
   - don't touch the things of others.
   - take good care of your belongings.
   - show interest in learning Mandarin and don't interfere with other children.

5. Be safe in school.
   - play safely.
   - rude gestures, and cruel teasing are not allowed.
   - report to A^+ program or go home immediately after Chinese class.

Attachment 5

Progress Report Sheet

Student _____ Session ____ Teacher _____ Year 19 ___ - 19___

Chinese Language Skills	Rating	Teacher's Remarks
Reading		
Read with understanding		
Identify Chinese characters		
Others		
Writing		
Write eligibly		
Follow the correct order of strokes		
Others:		
Speaking		
Use correct pronunciation		
Use Correct intonation		
Others		
Listening		
Respond verbally		
Respond non-verbally		
Others		
Culture Appreciation		
Be aware of Chinese culture		
Maintain a good portfolio		
Others		
Study Habits		
Be attentive in class		
Participate proactively		
Follow class rules		
Do homework		
Work in an organized manner		
Be responsible		
Attendance		
Days present		
Days absent		
Number of times tardy		

Notes:

1. Language Skills:
   - M (Marginal) – Passing one or none of the performance standard
   - S (Satisfactory) – Passing two to four performancestandards
   - P (Proficient) – Passing all five performance standards
2. Culture Appreciation:
   - M - Less than adequate understanding and appreciation of Chinese language, culture, and history
   - S - Adequate understanding and appreciation of Chinese language, culture, and history
   - P – More than adequate understanding and appreciation of Chinese language, culture, and history

07/11/97
jz

RHYMES AND SONGS

1. 春节到	1. The Chinese New Year has come!
2. 新年好	2. Happy New Year!
3. 十二生肖	3. Chinese Zodiac
4. 打老虎	4. Tiger Hunting
5. 两只老虎	5. Two Tigers
6. 小猴子	6. A Little Monkey
7. 谁的耳朵	7. Whose Ears?
8. 泥娃娃	8. Clay Baby
9. 说真话	9. Telling the Truth
10. 小狗开汽车	10. In Toyland
11. 体操选手	11. Little Gymnasts
12. 早早起	12. Getting up Early
13. 老鹰抓小鸡	13. The Eagle Catches the Little Chicks
14. 可爱的早晨	14. What a Lovely Morning
15. 一起玩	15. Playing Together

PLAYS

1. THREE LITTLE GOATS

Three little goats had to go uphill for grass, but a big grey wolf lived there. What should they do?

Dance

- CONGRATULATIONS (GONGXI GONGXI)

PERFORMANCES BY COMMUNITY REPRESENTATIVES

- PEKING OPERA: *SUSAN QI JIE*
- PIANO SOLO: BUBBLE OVER
- MISS CHINA TOWN APPEARANCES AND PIANO SOLO

Program List

16. 小星星	16. Little Stars
17. 跳绳歌	17. Jumping Rope
18. 你要玩什么？	18. What do You Want to Play
19. 当我们在一起	19. When We are Together
20. 快乐的草莓	20. Strawberries
21. 洗个手儿尝一尝	21. Wash Your Hands & Have a Taste
22. 水饺	22. Dumplings
23. 大老虎	23. A Big Tiger
24. 摇，摇，摇	24. Row, Row, Row Your Boat
25. 猜拳歌	25. Jun, Kin, Po
26. 乒乓乒	26. *Ping Ban Ping*
27. 找朋友	27. Looking for Friends
28. 这是我的家	28. This is My Home
29. 长一岁	29. One Year Older
30. 红包歌	30. Red Lucky Money Envelops

2. WUSONG FOUGHT THE TIGER

This is a very popular story in China. It tells of a man named Wusong who came upon a very fierce tiger and tried to kill it with just a stick.

LION DANCE